SELF-DIRECTION AND EMPLOYMENT SERVICES

INNOVATIONS IN EMPLOYMENT SUPPORTS

Training video available at: https://youtu.be/c7DdqwdwyP8
Virtual Learning Protocol for this Session

- SEMP Job Coaches/Developers who bill SEMP for this training may **ONLY bill for the live session**. However, this session does not offer training credits.
- Support Brokers may receive training hour credits for attending the whole session. Certificates will be sent to all attendees only for the live session.
- This session will be recorded for future reference. There will be **NO BILLING FOR LISTENING TO THE RECORDING**.
- Log onto the link at least 15 minutes early to register.
- Be on-time. Late arrivals will not be admitted.
- There will be no camera, however, attendees must be able to see the slides presented.
- Staff who bill for attendance must attend the whole presentation and accurately bill Medicaid/SEMP for the time you attended.
- There will be no audio, so please use the Chat Box for questions and comments. Trainers will read select questions throughout the presentation.
- Minimize background noise and visual distractions.
This Session will be Recorded for Future Viewing on the Eleversity Website.

• For SEMP Job Coaches/Developers - there is **NO SEMP Billing or Training Credit Hours** for watching the recorded session.

• For Support Brokers – when watching the recorded video, it is recommended that Support Brokers take a screenshot of the video, and/or write a note documenting the name of the training, date and time (start/stop) they watched, and a summary of the training in order to receive training credits.
• What Does It Take To Be Employed
• Key Ingredients for Competitive Employment (Discovery, Job Matching, Job Coaching)
• Roles & Responsibilities
• SEMP Service Approvals & Budgets
• Required Documentation
OPWDD’S Vision for Employment Services

*OPWDD’s goal is to increase the number of people gaining and retaining employment, earning minimum wage or more, and working in community, integrated jobs.*

OPWDD has re-designed employment-related services based on **best practices** to include the following outcomes:

- Increased Discovery and person-centered career planning
- Increased community employment experiences
- Improved employment-related social skills
- Increased vocational skills and experience
- Public benefits and financial planning
- Improved job matching
- Flexible and comprehensive job coaching supports
What Does It Take To Be Employed?
What does it take to be successful in community employment?
Who do you currently work with that has expressed interest in working?

Who is currently working?

Who are you currently working with that recently lost a job?
Examples of Who May Want to Work?

• Lisa is graduating from school in June and had a variety of work based learning opportunities while in school. She is motivated to work but does not go into the community independently. Her mother feels she needs someone with her at all times. Lisa is a very nice girl and according to her teacher has good work habits and everyone loves her.

• Anthony has been volunteering at his church foodbank 1x a week for one year with community hab supports. He keeps telling his Care Manager he wants a job with animals. He has very little experience in this field. His support staff feel he needs to continue to improve his social interactions when in the community.

• Heidi has had two jobs in the community. She worked at a movie theater for over a year until it closed. She then held a job at her local grocery store stocking shelves and cleaning for three years until she had surgery last year. After her surgery, she was enrolled in community prevocational services three days/week and volunteered the other two days a week with support from her community habilitation staff. She feels ready to get back out into the work force.
Key Ingredients for Competitive Employment
Key Ingredients for Success in Competitive Employment

**Discovery** - Learning all we can about the person
*Where do we do that?* CBPV/PTE/ETP

**Developing Good Job Matches** - Fitting the individual’s skills and personality to the employer’s needs and culture
*Where do we do that?* ETP/SEMP

**Job Coaching Support** - Supporting the individual as they learn new tasks, supporting the employer and building up natural supports
*Where do we do that?* SEMP
Key Ingredients for Employment

- Discovery
- Job Match
- Job Coaching Support
DISCOVERY

Discovery
What is Discovery?

- Person-centered career planning
- Learning about an individual (current activities, past experiences, interests, social skills, learning style, history, family culture, etc.)
- Community work experiences (unpaid or paid)
- Learning work-related skills
- Career development/exploration activities
- Discovery/Employment Plan to develop next steps and job match criteria (if job development is recommended)
Why Discovery?

- Employment success and retention
- Improved coaching supports and strategies
- Stronger job development and match
- Get to know the job seeker
Learning about the Individual

We can learn information that will help the person be successful in employment through:

• Through interviews with the person, their family, friends and support staff
• Reviewing of past records
• Observing the person in various places/activities
## Job-Related Skills Training for Today’s Workforce

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<tbody>
<tr>
<td>1.</td>
<td>Learning to respond to supervision</td>
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<td>2.</td>
<td>Learning to manage stress in the workplace</td>
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<td>3.</td>
<td>Learning to build positive relationships with coworkers</td>
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<td>4.</td>
<td>Learning to meet productivity standards</td>
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<td>5.</td>
<td>Learning technology</td>
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<td>6.</td>
<td>Cross training</td>
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<td>7.</td>
<td>Building stamina</td>
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Career Development Tools

- Vocational Skills Assessments
- Career Interest Assessments
- Job-Readiness Classes
- Vocational Skill Classes
- Job Shadowing
- Researching Career Options
- Resume and/or Job Interviewing Classes
- Benefits Counseling
- Other Career Exposure and Skill Learning Opportunities
Volunteer or Time Limited Work Experiences:

- Must meet Department of Labor regulations.
- Are multifaceted and assess various work-related skills in the areas of physical abilities, academic abilities, social skills, response to supervision, stamina, creativity, safety skills, etc.
- Allow the person to demonstrate their skills and abilities in various work environments.
- Allow staff to identify the person’s learning style, individualized instructional strategies and motivators.
- Occur in a variety of career environments based on the person’s current and potential interests.
Criteria for Unpaid Work Experiences

1. Competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.

2. Vocational exploration, assessment or training in a community-based work site under the general supervision of rehabilitation organization personnel or public school personnel.

3. Community-based placements must be clearly defined components of individual rehabilitation programs.

4. Documentation that this enrollment is voluntary and that there is no expectation of remuneration.

5. Activities do not result in an immediate advantage to the business.

6. The number of hours spent in each activity are not to exist the following limitations: Vocational explorations - 5 hours per job experienced, Vocational assessment - 90 hours per job experienced and Vocational training - 120 hours per job experienced

7. Individuals are not entitled to employment at the business at the conclusion, however, if an individual is hired, they are not longer a trainee and are hired under typical DOL standards

See DOL regulations-FOH 64c08(c)
Public Benefits Planning Includes:

➢ Assisting individuals and their support teams in **considering the impact of wages** on public benefits prior to employment.

➢ Learning about **work incentives** such as Impairment Related Work Expenses (IRWE) and PASS (Plan for Achieving Self Sufficiency).

Resources Available:

• SSA Publication No. 64-030, **The Red Book** can be found at: [http://www.ssa.gov/redbook](http://www.ssa.gov/redbook)


• State Independent Living Centers (Funding dependent)

• Automated SSI Calculations worksheet, Yang-Tan Institute on Employment and Disability Institute: [https://ytionline.org/ssi-calculation-worksheet](https://ytionline.org/ssi-calculation-worksheet)
Which Services Include Discovery?

✓ **Community Based Prevocational Services**: on-going, as services are needed. Discovery process includes ongoing community work experiences (volunteer or paid). *(Direct Provider Purchased)*

✓ **Pathway to Employment**: up to 278 hours or 1 year. Discovery process includes 3 community work experiences. *(Direct Provider Purchased)*

✓ **Employment Training Program (ETP)**: up to 90 hours Intensive OPWDD SEMP. Discovery process includes at least 2 community work experiences. *(Direct Provider Purchased, Agency Supported or Self-Directed)*
When describing Discovery to individuals, you do not need to use the term, “Discovery”.

How Can You Describe Discovery in Everyday Language?

- Update References
- Update Resume
- Career Interest Surveys
- Explore jobs in the community you may be interested in
- Experience different jobs to see what types of businesses you like best
- Career Research
- Determine where in your community you may be able to do the work you like
## Community Based Prevocational Services

<table>
<thead>
<tr>
<th>Waiver Service</th>
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<tbody>
<tr>
<td>Prepares people for employment or meaningful activities</td>
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<tr>
<td>Individuals that need more than one year to prepare for employment</td>
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<tr>
<td>Provides discovery, community work experiences, volunteer opportunities and career planning</td>
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<tr>
<td>Unpaid volunteer or 14c paid opportunities</td>
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<tr>
<td>Pathway to Employment</td>
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<tr>
<td><strong>Waiver Service</strong></td>
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<tr>
<td>Creates a Vocational Plan and prepares for paid work in 278 hours in 1 year.</td>
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<tr>
<td><strong>Wrap around service</strong></td>
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<tr>
<td>Provides discovery, community work experiences, and development of a vocational goal</td>
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<tr>
<td><strong>Unpaid volunteer activities or paid at Minimum Wage</strong></td>
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</table>
## Employment Training Program - ETP

<table>
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<tr>
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<tbody>
<tr>
<td>Provides a time limited paid work experience after Discovery and targeted job development in 1 year or less.</td>
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<tr>
<td>Job supports funded by OPWDD SEMP</td>
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<tr>
<td>Provides discovery, targeted job development and internship/work opportunity at a community based business that agrees to hire the individual</td>
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ETP Discovery

1. Review of records – App. 4-6 hours
2. Interview individual, support staff, family and friends – App. 6-8 hours
3. Conduct two community or program observations – App. 6-8 hours
4. Develop individualized assessment sites – App. 2-6 hours
5. Community Based Work Experiences/Situational Assessments – App. 24-40 hours
6. Synthesize and analyze Discovery findings – App. 2-4 hours
7. Conduct career research – App. 4-6 hours
8. Make Discovery recommendations and approvals & Upload in CHOICES
9. Submit Monthly Progress Reports & 90 Day Progress, as requested
COVID Discovery

During COVID, OPWDD is approving hours for SEMP staff to complete the ETP COVID Discoveries, Job Development (JD) Plans or Vocational Development Plans.

Our goal is to be READY with person-centered employment plans, understand the individual’s unique skills and abilities as well as their employment preferences BEFORE job development begins.

• Individuals who are **not employed** and have **not participated in ACCES-VR or ETP** in the past, submit an ETP application for Discovery First.

• Individuals who are **not employed** and have **completed ACCES-VR or ETP** in the past, submit a Request to Bill Intensive SEMP Services to complete the COVID Discovery then JD or Vocational plan as appropriate.

• Individuals who are **still employed and on the employer’s payroll but temporarily not working** (furloughed), complete the COVID Discovery and Job Development Plan while billing Extended SEMP services.
Job Development or Vocational Plan?

The Discovery will have the answers to the following questions.

✓ Can the person be alone in the community safely?
✓ Does the person have the skills to match their job interest?
✓ Does the person have transportation to a job?
✓ Did the person follow through with tasks and work experiences?
✓ Is the person willing to accept constructive criticism from job coaches and employers?

*If yes, refer for Job Development services.*
*If no, refer for further vocational experience and skills development.*
Beyond Discovery

- ETP Discovery
- Pathway to Employment
- Community Based Prevocational Services

Discovery is Completed

Additional Vocational Skills and Experiences are Recommended

- Community Based Prevocational Services
- Other Resources to Build Job-Related Skills

Job Development is Recommended

- Employment Training Program
- ACCES-VR Services
- Intensive SEMP Services
JOB MATCHING

Job Match
What is the Job Match Process?

- Job coach/developers review the Discovery and Job Development Plan to understand the person’s choices, strengths, interpersonal skills, work skills, work experiences, environmental preferences, supervisory needs, stamina, and transportation options.

- The person and their support team are involved in job match development.

- A primary and secondary job interest are identified for more possibilities to find a quality job match.

- Job coach/developers seek to understand business needs in order to develop successful job matches.

- Jobs are identified that meet the job match requirements in order to maximize the person’s potential.
Choosing a Job That Matches the Person’s Interests and Skills

The goal is to find an appropriate job match where the person can maximize their skills and independence and contribute to the business’ bottom line.

- Job coach instruction is slowly faded as the individual meets the performance standards of the job. The job should match the person’s skill level in order to maximize independence. The supports provided on the job need to be aligned with the SEMP allowable services. (not for mismatched job or job coach schedule purposes)

- Job coaches are not allowed to perform the work after initial training or provide ongoing supervision.

- Studies show that having a job coach with the person at the job site can impede naturally developing worksite relationships and supports which is why promoting independent and fading are an important part of job matching and coaching.
What are Natural Supports?

Natural Supports utilize the work environment, human resources and coworkers to successfully complete job duties and participate in the work culture. Job coaches facilitate natural supports which promote independence and inclusion in the workplace.

• Using resources available at the job to learn new tasks (supervisor instruction, lists/pictures, environmental cues, videos/training modules, coworker) in addition to job coaching

• Having lunch with coworkers (without job coach)

• Mutual assistance (assisting coworkers and coworkers assisting you)

What are some ways coworkers help you at your job?

• Coworker/supervisor prompts and reminders

• Participating in holiday parties and work events

• Coworkers helping each other through work challenges

• Accessing company benefits and resources
Transportation options should be independent from the job coach. Why is this important? (Discuss)

Examples of transportation options:

- Public transportation (bus or subway)
- Publicly-funded ambulatory transportation
- Residential staff
- Coworker
- Ride Share Apps
- Family, neighbor or friend
- Uber/Lyft
- Taxi/Cab
- Day habilitation or other agency program vans
- Other non-profit van system (senior or mental health programs)
What are the Consequences of a Job that is Mismatched?

Discuss the consequences and perceptions from each stakeholder?

• The Person
  • Their Family
  • The Employer
  • The Public
  • The Funders
Key Ingredients for Employment

Job Coaching

Support
What are Job Coaching Supports?

• Training the person at their job after the initial orientation from the person’s supervisor/employer.
• Developing clear instructional strategies and assisting the person to meet job performance and interpersonal job standards.
• Building independence and slowly fading supports.
• Assisting the person to build positive relationships at work.
• Assisting the person to understand work policies and procedures.
• Meeting regularly with work supervisors to evaluate the employee’s performance and job coach services.
• Communicating and planning regularly with the person and their support team to build external job supports.
How do Staff Provide Quality Job Coaching?

• Job coaching is focused on **building independence and natural supports.**
• Job coach collects data, to **periodically analyze the individual’s progress and performance.**
• Job coach **fares supports** from full time to periodic or intermittent and provides flexible and individualized supports.
• Job coach **intentionally facilitates positive and mutually beneficial relationships** at work.
• Job coach (and SEMP Supervisors) **meets regularly with employers** to evaluate the employee’s performance and SEMP services.
• Job coach **communicates and plans** regularly with the person and their support team.
How do Staff Help Individuals Retain Jobs?

• Provide **as needed, on-going SEMP services** at the job.

• Provide on-going, as needed supports to assist the employee in participating in **workplace culture**.

• **Periodically evaluate** work performance with employer feedback.

• **Regularly communicate** with the person and their support team.

• Assist the person with their **evolving career goals**.

• If the person is requesting new employment or experiencing work challenges that may not be resolved, proactively initiate Discovery/job development.
Which Services Include Job Development & Job Coaching?

✓ Employment Training Program (ETP): Approximately, 6 -12 months. Discovery, job development, job coaching, and paid internships that transition to paid community employment. Services transition to ongoing OPWDD Extended SEMP services. *(Direct Provider Purchased or Self-Directed)*

✓ ACCES-VR: Approximately, 4-6 months. Job development, job placement, job coaching then transition to ongoing OPWDD Extended SEMP services. *(Direct Provider Purchased – Non-Waiver service)*

✓ Supported Employment (SEMP): On-going services. Job coaching, job retention and job replacement, if needed. *(Direct Provider Purchased, Agency Supported or Self-Directed)*
## Employment Training Program - ETP

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<td>Job supports funded by OPWDD Supported Employment (SEMP)</td>
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<tr>
<td>Provides discovery, targeted job development and internship/work opportunity at a community business that agrees to hire the individual</td>
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<tr>
<td>Wages are paid by OPWDD at minimum wage until business hires the individual</td>
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What do we do in ETP?

(Employment Training Program)

• Discovery with Job Development Plan or Vocational Development Plan

• Job Development / Job Matching

• Wages paid (state funded) by NYS while Intern is learning the job

• Job Readiness Training (JRT) monthly

• Intensive Job Coaching

• ETP Supervisor provides technical assistance and administration of the program

• Services are funded by OPWDD SEMP services (Waiver service)
What are the Benefits of the Employment Training Program?

• Completed ETP Discovery with vocational recommendation
• Job placement is matched to the individual based on Discovery
• OPWDD can pay the wages during the training period
• Intern builds work experience
• ETP Supervisor provides technical assistance and approvals through each step of the process
• Employers agree to hire if the individual meets the business performance and job requirements
How is ETP Funded?

ETP Intern
Wages are State Funded

Job Supports are
OPWDD SEMP Waiver Funded
Supported Employment - SEMP

Waiver Service

Provides job coaching, job development and supports on a job

On-going

Community based, competitive, integrated employment

Paid by business at Minimum Wage or higher
What do we do in Supported Employment?

• Job development (after ACCES-VR or ETP at least once)
• Job coaching, training and planning within the work environment
• Improving communication skills with supervisors, co-workers and customers
• Teaching job retention strategies
• Developing natural supports
• Negotiating with employers
• Benefits planning
• Facilitating career advancement strategies
• Fostering independence on the job
What are the Benefits of Supported Employment?

• **Job coaching is tailored** to the person’s learning style. Training is regularly evaluated and adjusted to meet the person’s needs.

• Individuals are **matched to jobs** that fit their interests, abilities and support needs.

• **Natural supports are refined and job coaching slowly fades** as the individual becomes competent on the job.

• Staff assist with **relationship building** with supervisors, coworkers, customers and vendors, as needed.

• Staff provide **ongoing, periodic supports** to assist with job retention.

• **Career planning** is periodically implemented to assist the person to pursue a long-term and short-term career goals.
ACCES-VR Employment Services
(Adult Continuing Career and Education Services – Vocational Rehabilitation)

• ACCES-VR funds *initial job development and job coaching* for individuals who can get and learn a job within a shorter time span. Individuals who need more than approximately 4-6 months of job development and intensive job coach are referred to OPWDD ETP.

• **ACCES-VR services are time limited.** Individuals who are OPWDD eligible and gain jobs through ACCES-VR must transition to OPWDD SEMP services for ongoing, periodic job coaching supports.

• ACCES-VR is funded through the **federal Rehabilitation Services Administration (RSA)** through the NYS Department of Education.

• Individuals need to apply to **ACCES-VR or ETP** at least one time in their career for intensive SEMP supports. Once this requirement has been met, individuals may regain employment in the future through OPWDD services, as needed.

• Once someone has stabilized in their job with ACCES-VR, they transition to OPWDD SEMP funding and *can bill OPWDD SEMP 90 days after stabilization.*
ACCES-VR & Federal Requirements

❖ *Medicaid is the payor of last resort.*

**In order to meet this requirement:**

- Individuals need to receive Intensive supported employment (job development/job coaching) services **at least once through ACCES-VR,**

  **OR**

- If an individual requires higher level of supports, ACCES-VR has agreed that OPWDD’s Employment Training Program (ETP) may be an alternative for ACCES-VR (See OPWDD and ACCES-VR Letter of Agreement)
ACCES-VR Versus ETP

**ACCES VR**
- Ready to work with less job coaching to stabilize
- Can work longer periods of time
- More independence on the job from start
- Has vocational experience and is ready for job development
- Can learn job quickly and business hires person from the date of employment

**ETP**
- Needs more intensive job coaching up front to be successful on the job
- Limited to working short periods of time
- ETP requires 100% for first 3 months on a job
- Complete Discovery and Job Development Plan prior to beginning Job Development
- Would benefit from wages paid while individual learns the job
# Tools in the Toolbox

<table>
<thead>
<tr>
<th>Community Based Prevocational</th>
<th>Pathway to Employment</th>
<th>Employment Training Program (ETP)</th>
<th>Supported Employment (SEMP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares people for paid community employment or more independent meaningful activities for 1 year or more (transition to Pathway or ETP/SEMP)</td>
<td>Creating a Career and Vocational Plan (278 hours in 1 year) to determine if job development is the right service (transition to ACCES-VR or ETP/SEMP)</td>
<td>Discovery, job development and Intensive SEMP Services</td>
<td>Job Coaching, Job Development and Life-Long Supports on a Job</td>
</tr>
<tr>
<td>Discovery, community work experiences, volunteer opportunities and career planning</td>
<td>Discovery, community work experiences, and develop a vocational goal</td>
<td>Internship opportunity at a community business</td>
<td>Community based, competitive, integrated employment</td>
</tr>
<tr>
<td>Unpaid or Paid Work Experiences or Volunteer</td>
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<td>Paid by business at minimum wage or higher</td>
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Which Programs May Be Combined?

- **Community Based Prevocational Services (CBPV)*** – up to 4 hours a day may be combined with ½ unit of day habilitation or ½ unit of site based prevocational programs. No limits on SEMP/ETP and Pathway. *(Direct Provider Purchased)*

- **Pathway to Employment** – wrap around service (278 hours in one year) and may be combined with other services with the exception of OPWDD Intensive SEMP. If a person is receiving job development services from ACCES-VR, they should not be enrolled. *(Direct Provider Purchased)*

- **Employment Training Program (ETP)** – may be combined with other services. ETP services are typically 5 hours/week during Discovery/Job Development and 10-12 hours/week when working in the internship. *(Direct Provider or Self-Hired)*

- **Supported Employment (SEMP)** - may be combined with other services. When employed, other services should wrap around the job, which is the priority. *(Direct Provider or Self-Hired)*

- **Community Habilitation** – may be combined with SEMP and Pathway to Employment and other servicers during separate hours.

*See full billing limitations in specific service regulations*
Why Combine Programs for Employment Success?

• To address barriers to employment such as task focus, interpersonal skills, flexibility, etc.
• To build social and community relationships outside of work
• To build stamina and healthy habits
• To develop transportation skills
• To build independence and safety skills
• To gain experience in new career paths
Which Programs May or May Not be Combined

*Individuals **cannot** be enrolled in ACCES-VR Supported Employment services* and OPWDD Supported Employment services **at the same time.**

*Pathway to Employment services and ACCES-VR Supported Employment cannot occur during the same time period.*

*ACCES-VR considers college funding/supports, driver’s training, vocational evaluations, supported employment, etc. as employment/vocational services.*
Case Studies
What Service is Best for Thomas?

Thomas previously worked at a volunteer job doing outdoor lawn/maintenance work at a local church. Takes the bus to his volunteer job and completes most of the tasks independently. Career planning with the Thomas and his Circle of Support found that Thomas wants to work but is not sure he wants to continue to do outside work. Thomas has never participated in ACCES-VR or ETP.

What would be the next steps?

1) Complete an *Employment Training Program (ETP)* application.

2) If the ETP application is approved, Care Manager would submit a SARF to enroll the Thomas in SEMP and check *OPWDD Intensive SEMP and ETP options*.

3) Once ETP and SEMP services have started, make sure the job developer is utilizing the Discovery/Job Development Plan to direct the job development.
Astrid is enrolled in ACCES-VR Supported Employment services and began working at Staples a couple months ago. Her duties include stocking shelves and performing various customer service duties. Job coach staff have faded their supports and Astrid has stabilized at the job. Because she is employed and stabilized. ACCES-VR services will end in 90 days. Astrid receives OPWDD services including community habilitation and Care Management services.

What would be the next steps?

1) The Care Manager can submit the SARF for **OPWDD SEMP** because Astrid has a job earning minimum wage or more in an integrated setting.

2) Astrid can be enrolled in OPWDD SEMP services 90 days after her ACCES-VR stabilization date.
Roles & Responsibilities
Person and Their Circle of Support Roles

• Engage in career planning/Discovery to determine at what point of their career path is the person? Do they need more experience? Increased independence?

• Determine the resources needed to be successfully employed, i.e., initial job development, job coaching supports, transportation independent from the job coach, home supports, etc.

• When the Self-Directed, Self-Hired SEMP budget is approved, hire a job coach/developer to implement the services.

• When the person is employed, seek to understand and adhere to the workplace expectations and culture.

• Understand and adhere to workplace policies and procedures such as time off requests, leave allotments, attending staff meetings, dress/hygiene, etc.

• Contact Social Security to notify them that the person is working and maintain copies of the person’s paystubs.
Questions for Planning Employment Services?

• Has the person participated in a formal Discovery service (ETP, Pathway to Employment or Community Based Prevocational services)? **If no, refer to a Discovery service.**

• Does the person have community volunteer and work experience? Were they successful and satisfied with those experiences? **If yes, refer to an employment service. If no, refer to a Discovery service.**

• Does the person have a clear job goal? Do they have positive experiences with that career goal? **If yes, refer to an employment service. If no, refer to a Discovery service.**

• Does the person fully or partially participate in the community independently? **If no, refer to skill development services (CBPV, DH, Pathway, Com Hab, etc.)**

• Does the person have documented participation in either ACCES-VR or ETP in the past? **If no, refer the person to ETP (for Discovery and job development) or ACCES-VR (job development). If yes, after Discovery is completed, refer the person for OPWDD Intensive SEMP services for job development.**
Support Broker Roles

• Career planning with the person and Circle of Support as part of the person-centered planning process specifically related to assessing the person’s work experiences, next steps and employment-related supports.

• Communicate with the Care Manager regarding program enrollments.

• Assist the person and the Circle of Support in hiring a job coach.

• Communicate employment progress and changes with the person, SEMP staff, and Circle of Support. When in ETP, communicate regularly with the ETP Supervisor.

• Ensure that all Requests to Bill SEMP services (either Intensive or Additional Extended) are submitted and approved each SEMP enrollment year.

• Ensure completion of Staff Action Plans for Self-Hired SEMP.

• Ascertain when SEMP services in the Self-Direction budget need to be added or adjusted.

• Plan for additional supports or services as needed to assist the person with employment success.
Self-Hired Job Coach Roles

• Must attend Innovations in Employment Supports trainings as required by OPWDD.

• Complete Discovery, Job Development Plans or Vocational Plans as required.

• Provide quality job development, job matching, job coaching, fading and job retention supports.

• Communicate regularly and collaborate with the employer and their management staff regarding the person’s progress and challenges.

• Document services in accordance with SEMP and ADM and Self-Direction ADM’s and regulations.

• If providing ETP services, complete ETP progress reports and documentation.

• Meet periodically with the person and business to determine the specific supports needed for success.

• On-going communication with the person and Circle of Support regarding employment progress and employment status changes.

• Plan to adjust staff work hours outside of the person’s job, when on-the-job supports are faded.

• Track SEMP service hours for Support Broker to know when to request additional Extended or Intensive SEMP service hours.
Fiscal Intermediary (FI) Roles

- Finalize the hiring process and human resources for self-hired employment staff.
- Monitor that employment staff attend required SEMP staff trainings.
- Assure that employment staff understand the required SEMP and ETP documentation.
- Submits the DDP1 to enroll individuals in SEMP.
- Work with the SEMP staff to pick up new hours, if desired outside of the person’s job, when they fade on-the-job supports.
- Monitor the hours approved versus billed so as not to exceed the Total Cost of SEMP services in the SD budget.
- Monitor and retain all Requests to Bill Intensive SEMP Services and Requests to Bill Additional SEMP Services to cover all billing hours.
- Choose the correct billing codes.
- Review ETP/SEMP budgets for accuracy and compliance.
- Review and retain all other required documentation (ACCES-VR, ETP, SEMP, annual copy of pay stubs, etc.
- Complete the OPWDD Quarterly SEMP Reports and submit to OPWDD.
DDRO Self-Direction Liaison Roles

• Review all requests approved by Central Office Employment and Meaningful Activities Unit when a new or increased Self-Direction budget with SD Self-Hired SEMP is submitted.

• Review the approvals and budgets for consistency, quality and compliance.

• Assist with questions and requests for information related to Self-Direction and SEMP/Vocational services.

• Inform Fiscal Intermediaries and Support Brokers regarding policy and regulation updates.
ETP Supervisor Role

**ETP Supervisor** is the OPWDD liaison who coordinates the ETP process with the Worksite Supervisor, employment staff, and the intern to assure a quality experience and positive outcomes. The ETP Supervisor’s will:

- Review the ETP application and notifies the Support Broker and FI if approved.
- Provide the Self-Hired employment staff with the Discovery packet.
- Review the Discovery Report and if employment seems feasible for the individual, approve job development.
- When an ETP internship is developed, the ETP Supervisor will meet with the business to approve the site and describe business’ expectations.
- Collect and analyze ETP Monthly Reports and other required documentation.
- Schedule and facilitate Quarterly Progress Meetings with the business, intern, and employment staff to review internship progress.
- Implement the ETP Job Readiness Training classes.
- Approve SEMP Intensive Hours while intern is in ETP Program. Intern moves into SEMP Extended when ETP Program is completed and after intern is hired by business.
- Process the intern’s time sheets and assures that the intern transitions to the business’ payroll when the intern becomes competent in the job position.
SEMP Service Approvals & Budgets
## SEMP Service Approval and Budget Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>With the individual and their Circle of Support, identify the vocational or employment service that matches the individual’s career experiences and skills.</td>
</tr>
<tr>
<td>Calculate</td>
<td>Calculate the budget for the service and determine if a budget amendment needs to be submitted.</td>
</tr>
<tr>
<td>Request</td>
<td>If the person is enrolling in ETP or SEMP without a job request approvals for services.</td>
</tr>
<tr>
<td>Enroll</td>
<td>The Care Manager will submit the SARF and update the Life Plan and the FI will submit the DDP1 to enroll the person in SEMP if not already enrolled.</td>
</tr>
</tbody>
</table>
Budget Considerations for SEMP

- Review with the person and their Circle of Support what supports and services the person needs to meet their goals.

- Which services makes the most sense? Direct Provider Purchased SEMP, Agency Supported or Self-Hired SEMP? (see handout)

- If Agency Supported or Direct Provider Purchased, ensure there is enough money in the budget for SEMP with the chosen provider agency identified.

- If a budget amendment is needed, SEMP services may need to be approved before the start of service, otherwise the delivery of service is delayed.

- All Self-Directed SEMP services must adhere to the same SEMP regulations and ADM.
Determining the Number of SEMP Hours Needed to Fund the Self-Directed, Self-Hire Budget

• Calculate the “Total Cost of SEMP Services” by identifying the number of staff hours needed to support the person at the job (include fading as person learns the job) multiplied by the job coach rate of pay, then add mileage, staff training time, documentation time, overhead, etc.

• Divide the “Total Cost of SEMP Services” by the regional hourly SEMP fee to determine **how many SEMP hours** are needed to fund the SEMP budget. (See SEMP Fees & Regions slide)

• If the person is **NOT Employed**, submit a Request to Bill Intensive SEMP Services for the # of SEMP hours needed to fund the budget each year. If the person **is Employed**, submit a Request to Bill Additional Extended SEMP ONLY if the person will need more than 200 Extended SEMP hours to fund the SEMP budget.
Up to date Regional SEMP fees may be found at:
http://www.health.ny.gov/health_care/medicaid/rates/mental_hygiene

April 1, 2020

<table>
<thead>
<tr>
<th>WDD REGION</th>
<th>UNIT OF SERVICE</th>
<th>INDIVIDUAL SESSION (SERVING 1)</th>
<th>GROUP SESSION (SERVING 2+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hourly</td>
<td>$76.98</td>
<td>$30.04</td>
</tr>
<tr>
<td>2</td>
<td>Hourly</td>
<td>$80.81</td>
<td>$27.58</td>
</tr>
<tr>
<td>3</td>
<td>Hourly</td>
<td>$85.14</td>
<td>$24.15</td>
</tr>
</tbody>
</table>

- Region 1  (New York, Bronx, Richmond, Kings, Queens)
- Region 2  (Nassau, Suffolk, Westchester, Putnam, Rockland)
- Region 3  (The Rest of State)
Intensive Versus Extended SEMP

<table>
<thead>
<tr>
<th>Intensive SEMP = Not Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended SEMP = Employed</td>
</tr>
</tbody>
</table>

*ETP services are funded by Intensive SEMP services*
Requests to Bill Intensive SEMP Services

Individual is **NOT Working**

- Did the individual complete ETP or ACCES-VR at least 1x in the past and has documentation on file?
  - **If no**, apply to ETP or ACCES-VR. The ETP Supervisor will approve the Intensive SEMP hours while the person is in ETP.
  - **If yes**, is the person ready to work or return to work? If yes, **submit a Request to Bill Intensive SEMP** for the SEMP enrollment year.
- Additional Intensive SEMP hours may be requested to complete each phase (updating Discovery, job development plan, job development, etc.
- If the individual did not complete a formal Discovery in the past, they may be required to apply to ETP to complete a Discovery prior to job development.
- All approved Intensive SEMP hours expire at the end of the SEMP enrollment year. If the person is still not employed, a new request must be submitted and approved.
Requests to Bill Extended SEMP Services

Individual is **Employed**

• Job is integrated in the community and individual is earning at least minimum wage. Job is well-matched to the individual’s skills and abilities to maximize their potential.

• If the individual needs more than 200 SEMP hours x the Regional SEMP fee to fund the SEMP budget, submit a Request to Bill Additional Extended SEMP Services.

• If the person loses their job, the Support Broker (or designee) has up to 45 days to request Intensive SEMP services and must stop billing unless approved for Intensive SEMP services.

• All approved Extended SEMP hours expire at the end of the SEMP enrollment year. If the person will need more than 200 hours to fund the SEMP budget, a new request must be submitted.
Tracking and Submitting Requests to Bill SEMP Services.

• Find the person’s SEMP enrollment date in CHOICES. The SEMP Enrollment year is based on the person’s SEMP enrollment date (or 7/1/15, if the person was enrolled prior to 7/1/15).

• All hours expire annually based on the SEMP enrollment year anniversary. For example, if the person was enrolled in SEMP on 8/12/18, all approved hours expire on 8/11 every year.

• Forms are located at www.Eleversity.com and submitted to semp.pe.billing.requests@opwdd.ny.gov at least 3 weeks in advance.
Sample Budget Calculation for Person Who is NOT EMPLOYED

• When a person is accepted in ETP or is not employed, they will typically need approximately $18,000 for the first year (inclusive of training, travel hours, staff hours, benefits, etc.).

• For example, if the Total Cost of SEMP Services in the Self-Directed budget is $20,202 divided by $80.81* (Regional SEMP Fee), the SEMP hours needed to fund the budget would be 250.

• The Support Broker will submit a Request to Bill Intensive SEMP Services for 250 hours.

• The budget will likely decrease after the person is employed and has learned the job.

*Long Island SEMP fee used as example.
Sample Budget Calculation for Person Who is EMPLOYED

• An individual is employed. S/he works 24 hours a week and the job coach provides an average of 12 hours of SEMP services per week (job supports, travel, documentation, training, etc.)

• For example, if the Self-Directed budget includes 12 hours of job coach hours per week x $15 an hour wage x 52 weeks per year = $9,360 plus $3,510 overhead = $12,870. The number of SEMP hours needed to fund the budget is $12,870 divided by the regional SEMP fee $80.81* = **160 Extended SEMP hours**.

• The Support Broker will submit a Request to Bill Extended SEMP Services **ONLY** if the Extended SEMP hours are over 200 each year. In this example, the hours do not exceed 200.

*Long Island SEMP fee used as example.*
Required Documentation
# Valued Outcomes/Goals in the Life Plan

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>ADM/REGULATIONS</th>
<th>EXAMPLES *Life Plan goal choices vary by CCO.</th>
</tr>
</thead>
</table>
| Community Based Prevocational | Identification of preparation for competitive employment, self-employment or job readiness as a valued outcome | • Improve my work skills  
• Learn work readiness skills  
• Explore available options |
| Pathway to Employment       | Competitive employment or self-employment identified as a goal. (Service is related to Career Planning and Discovery). | • Improve my work skills  
• Learn work readiness skills  
• Explore available options |
| Supported Employment        | Identification of competitive employment or self-employment as a valued outcome. | • Pursue work in the community  
• Get a job in the community  
• Change my work situation  
• Maintain my work skills  
• Improve my work skills |

*Valued Outcomes may be listed in section 1 or comments sections in the Life Plan, if sections 2 and 3 do not meet service requirements.*
### SAMPLE LIFE PLAN SEMP GOALS

(YES) I want to maintain, improve, or change my current work situation

*Choose 4+ Goals and/or Actions to promote growth and comprehensive services.*

<table>
<thead>
<tr>
<th>Scenario</th>
<th>How I Spend My Day</th>
<th>Examples of Goals</th>
<th>Examples of Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom has a job at Walgreen’s. He sometimes needs help with talking with his boss and co-workers. He also would like to learn how to use the cash register.</td>
<td>Supported Employment (SEMP)</td>
<td>✗ Maintain my work skills</td>
<td>✗ Teach work skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Improve my work skills</td>
<td>✗ Teach work habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Have a back-up in case I lose my job</td>
<td>✗ Teach work habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Earn more money</td>
<td>✗ Teach work habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✗ Provide an assessment of work skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✗ Monitor and address ongoing work performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✗ Teach safety skills</td>
</tr>
<tr>
<td>Bruce is interested in working at a garden center or farm. He has participated community based prevocational services for 2 years volunteering at a community garden and animal shelter. Bruce is new to employment and applying for ETP/SEMP.</td>
<td>Supported Employment (SEMP)</td>
<td>✗ Change my work situation</td>
<td>✗ Teach work skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Improve my work skills</td>
<td>✗ Teach work habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Explore available options</td>
<td>✗ Provide an assessment of work skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Get a real job</td>
<td>✗ Monitor and address ongoing work performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Earn more money</td>
<td>✗ Teach travel training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Have a back-up in case I lose my job</td>
<td>✗ Teach social skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ Pursue integrated work</td>
<td>✗ Teach to use public transportation</td>
</tr>
</tbody>
</table>
Staff Action Plans Must Contain the Following:
https://opwdd.ny.gov/opwdd_regulations_guidance/adm_memoranda (OPWDD ADM #2018-09)

1) Individual’s name;
2) Individual’s Medicaid Client Identification Number (CIN)
3) Habilitation service provider’s agency name;
4) Name of habilitation service(s) provided (e.g., Residential Habilitation or Day Habilitation);
5) Date of the Life Plan meeting, or Staff Action Plan review

6) **Identification of the goals/valued outcomes from the individual’s Life Plan;**

7) **Identification of the provider assigned (habilitative/safeguard) goal(s) from Life Plan;**
8) Description and frequency of the service(s) and support(s) (e.g., teaching laundry skills weekly) the habilitation staff will provide to the individual;

9) Safeguards (i.e., compilation of all supports and services needed for an individual to remain safe, healthy and comfortable across all settings)

10) Printed name, signature and title of the staff who wrote the Staff Action Plan;

11) Date that staff signed the Staff Action Plan; and

12) Evidence demonstrating the Staff Action Plan was distributed no later than 60 days after: the start of the habilitation services; the life plan review date; or the development of a revised/updated Staff Action Plan, whichever comes first.
Sample SEMP Staff Action Plan Goal
Outcomes and Support Strategies (Section II)

SEMP Sample Goal:

Copied from Life Plan:

My Goal/Valued Outcome: Be more independent

Provider Assigned Goal: Teach work skills (G-Goal)

Frequency: As needed

Add description(s) of staff actions for goal/support implementation:

Staff will teach the person to learn new tasks, as assigned by work supervisors. Staff will provide instructional supports, communicate regularly with supervisor, and gradually fade supports, as John meets the business’ standards. To assist John in remembering his tasks, staff will laminate tasks lists with pictures/symbols, as new tasks are added. Staff may provide any of the allowable SEMP services to support this goal.
SEMP Service Documentation – Checklist

• **Required service documentation elements for this service are:**
  • 1. Individual’s name and Medicaid number (CIN).
  • 2. Name of the agency providing the Supported Employment (SEMP) service.
  • 3. Identification of the category of waiver service provided. (i.e., Supported Employment or SEMP service).
  • 4. Documentation of start and stop times. Document the service start time and service stop time for each continuous period of service provision.
  • 5. The ratio of individual(s) to staff. (i.e., individual or: group).
  • 6. Description of services. Each documented session must list at least one allowable service delivered in accordance with the individual’s SEMP Service Delivery Plan. The location of the service does not need to be documented.
  • 7. The date the service was provided.
  • 8. Verification of service provision by the staff person delivering the service. Initials are permitted if a “key” is provided which identifies the title, signature, and full name associated with the staff initials.
  • 9. Signature of the Supported Employment staff person documenting the service and date the service was documented (or initials as referenced in item #8).

*Service Delivery Plan is now referred to as the Staff Action Plan.*
SEMP Service Documentation
Monthly Summary Note

A narrative monthly summary note must include a summary of the following:

1. The implementation of the individual’s SEMP Habilitation Plan for the month;
2. A description of the individual’s vocational progress;
3. A description of some of the actions of staff to address vocational challenges;
4. A description of the individual’s response; and
5. Any issues or concerns.

The narrative monthly summary note must be completed, signed, and dated no later than the 30th day after the month of service.

*SEMP Habilitation Plan is now referred to as the Staff Action Plan.*
RESOURCES

Self-Direction Questions:
Contact your DDRO Self-Direction Liaison

Employment Questions:
Employment.technical.assistance.questions@opwdd.ny.gov

Employment Services Training
www.Eleversity.org

Employment Services Forms
https://eleversity.org/resources/opwdd-innovations-resources

Training video available at: https://youtu.be/c7DdqwdwyP8
Questions?
Thank you!

info@eleversity.org

Eleversity.org

(585) 340-2051

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